

Student centered redesign of our first year IP course

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Rosalind Franklin University of Medicine & Science (RFUMS) Mission Statement

To serve the population through the interprofessional education of health and biomedical professionals and the discovery of knowledge dedicated to improving the wellness of its people.



Students from eight programs (N=530)



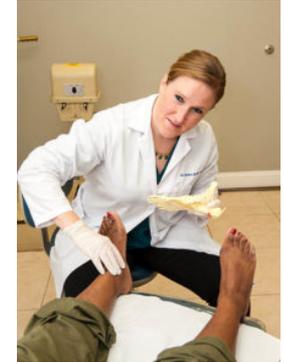
Physical Therapist



Physician



Pathologists' Assistant



Podiatrist



Pharmacist



Clinical Psychologist



Physician Assistant



Nurse Anesthetist



History

- Began in 2004-2005 as small group work (15 students/group)
- Met 7x in one quarter - 1.5hrs each session
- Students led weekly topics with faculty facilitators
- Topics - current models of care, technology utilized, and roles & responsibilities of providers
- Day of Service

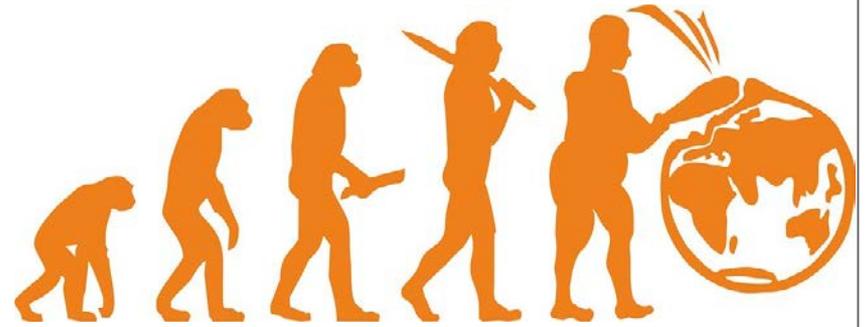


Barriers to excellence

- Lack of faculty buy-in
- Frequent changes in faculty
- Topics not associated with IP got “dumped” into class
- Smaller programs felt “left out”
- First year students with little knowledge of their own fields



Recent evolution



- Class meets 18 times over two quarters - 1.5 hrs/session
- Meet in team learning labs
- Students placed into IP teams of 8 students each
- Service Learning projects



Academic Year 16-17

- Utilized Interprofessional Education Collaborative (IPEC) competency domains as objectives - tied to weekly activities/incorporated into weekly take-away's
- Lecture to activity ratio - 60:40
- "Patient Stories"
- Short team development period at beginning
- The Collaboration Chronicle - weekly newsletter
- Four weeks of TeamSTEPPS training
- Service Learning projects



Course sequence

- First section - TeamSTEPPS
- Second section - Bridge to practice
- Third section - IP in action



Actions to increase faculty buy-in

- Faculty Stakeholders group - meets 3-4 times/year
- Faculty facilitate each week (116 facilitator “spots” filled last year)
 - Attend info sessions to learn about IP and the topic of the week
- “Focus on the Provider” series
- Collaboratively design and present IP cases
- Highlighted faculty participation in The Collaboration Chronicle



AY 16-17 content changes



- IP at End of Life
- Patients at the Center of the Healthcare Team
- Transitions across care
- Collaboration in practice - low fidelity scripted simulation



Quantitative results

Question	16-17 N=488	15-16 N = 240	% difference
The objectives provided during the course were useful in guiding my learning.	51.53%	27.91%	+23.62%
Course topics were presented in a sequence that helped me understand the material.	51.15%	30.41%	+20.74%
All clinical disciplines were valued equally during this course.	58.08%	37.91%	+20.17%
I appreciated IPHS 500: Foundations for Interprofessional Practice being presented during the first two quarters of my professional education.	38.04%	26.25%	+11.79%
I value the importance of collaboration among healthcare professionals and with the patient in order to provide quality care.	93.26%	83.75%	+9.50%
I can explain the roles and responsibilities of other care providers.	84.05%	54.50%	+29.55%



I can explain how an interprofessional team works together to provide care.	88.94%	54.50%	+34.44%
I understand the importance of communication with team members to clarify each member's responsibility toward quality patient care.	98.28%	83.70%	+14.58%
I can describe the process of team development and the roles and practices of effective teams.	85.24%	60.51%	+24.73%
I understand how to apply leadership practices that support collaborative practice and team effectiveness.	87.24%	65.23%	+22.01%
I can explain how cultural diversity and individual differences that characterize patients, populations, and the healthcare team influence quality interprofessional healthcare practice.	88.55%	67.81%	+20.74%
I will use what I learned from the Interprofessional (IP) Symposium/Student Learning Day session in my future practice.	66.53%	46.28%	+20.25%
I found the Communication Across Barriers: Use of Medical Interpreters session to be relevant in healthcare practice.	83%	63.76%	+19.24%
I applied the information learned during IPHS 500: Foundations for Interprofessional Practice to my Service Learning experience.*	40.49%	31.44%	+9.05%
I felt the Service Learning experience belonged in IPHS 500: Foundations for Interprofessional Practice course.*	47.34%	48.90%	-0.56%



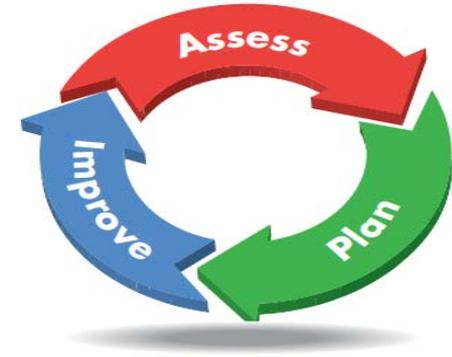
Student feedback



- Focus on the Provider sessions were valuable
- Course was sequenced well but some redundancy
- TeamSTEPPS was too long/redundant/wasted resources
- Pathologists' Assistant students still felt left out/Medical students didn't feel course was necessary
- Material won't be on their board exams
- Medical students felt blamed in patient stories
- Service learning projects
- Not enough "medical" content/use of technology



Changes for AY 17-18



- President of RFUMS “You need these skills to be an excellent provider”
- Lecture to activity ratio - minimum 50:50, goal is 40:60
- Incorporated other professions into the FOP series
- TeamSTEPPS reduced to 2 weeks with reusable resources
- Pathologists’ Assistant faculty is now a room leader
- Incorporated RFUMS staff as facilitators also
- Weekly “take-aways” incorporate each profession



Increased focus on Teams

- Spend entire first session forming team identity
 - Name
 - Mascot
 - Identifiers
 - Individual roles
 - Mission Statement



Team mission statements



“To learn and respect each other in our respective fields so we can be better people and medical professionals.”

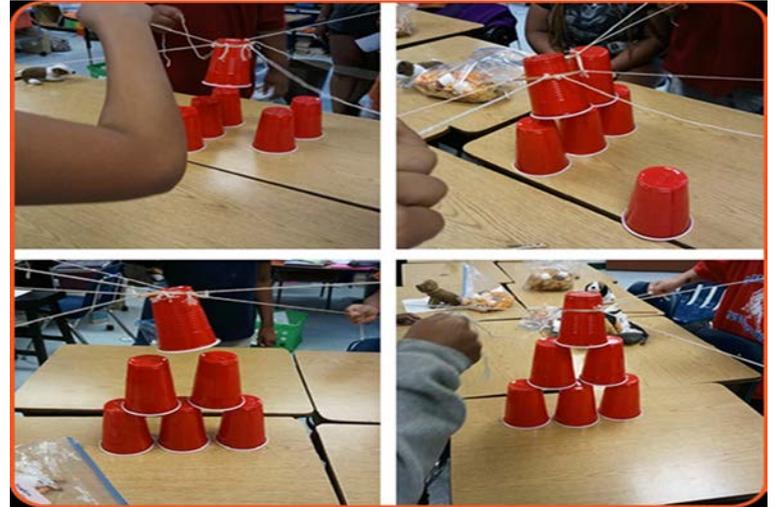
“To provide exemplary care through collaboration and effective communication within an interprofessional environment.”

“To understand when you are in need of help from other professions and to utilize your colleagues with the best interest of the patient in mind.”

“To respect all professions that come together, working toward a common goal, whether in the classroom or in the medical field.”



Content changes



- Experiential learning opportunities each week
 - Students lead the activities and debrief them
 - Activities are neutral in their tasks but debriefed in a medical context
- Added in topics of Social Determinants of Health and Population Health with corresponding computer games
 - SPENT - playspent.org
 - VAX - <http://vax.herokuapp.com/game>



Goals for AY 17-18

Question	16-17 N=488	17-18
The objectives provided during the course were useful in guiding my learning.	51.53%	75%
Course topics were presented in a sequence that helped me understand the material.	51.15%	75%
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